Connecticut State Department of Education
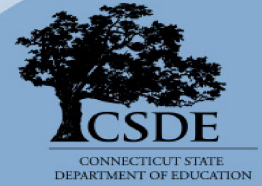
DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut Technical Education and Career System

Dr. Ellen Solek, Superintendent - Interim • 860-807-2200 • http://www.cttech.org/

District Information

Grade Range	**9-12**
Number of Schools/Programs	**20**
Enrollment	**11,183**
Per Pupil Expenditures[1]	**N/A**
Total Expenditures[1]	**N/A**

[1] *Expenditure data reflect the 2021-22 school year.*
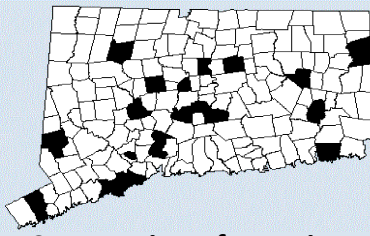
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

Contents

Notes

Unless otherwise noted, all data are for 2022-23 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit https://edsight.ct.gov

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2022 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,287	38.3	48.4
Male	6,827	61.0	51.5
Non-Binary	69	0.6	0.1
American Indian or Alaska Native	29	0.3	0.3
Asian	96	0.9	5.2
Black or African American	1,339	12.0	12.5
Hispanic or Latino of any race	4,695	42.0	30.0
Native Hawaiian or Other Pacific Islander	10	0.1	0.1
Two or More Races	590	5.3	4.5
White	4,424	39.6	47.5
English Learners/Multilingual Learners	504	4.5	9.7
Eligible for Free or Reduced-Price Meals	5,321	47.6	42.4
Students with Disabilities[3]	1,858	16.6	17.1

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	1,087	25.9	643	14.6
Male	1,297	19.4	1,488	21.4
Non-Binary	13	20.0	9	13.2
Black or African American	345	26.5	412	29.8
Hispanic or Latino of any race	1,067	23.1	818	17.2
White	809	18.7	763	16.9
English Learners/Multilingual Learners	123	25.0	93	17.9
Eligible for Free or Reduced-Price Meals	1,559	28.3	1,203	20.8
Students with Disabilities	487	28.0	501	25.7
District	2,397	21.9	2,140	18.7
State		20.0		7

Number of students qualified as truant under state statute: 2,063

Number of school-based arrests: 67

[4] A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	854.3
Paraprofessional Instructional Assistants	6.3
Special Education	
Teachers and Instructors	87.5
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	187.8
Library/Media	
Specialists (Certified)	17.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	90.1
School Nurses	21.4
Other Staff Providing Non-Instructional Services/Support	509.6

[1] In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.2	0.1
Asian	10	0.8	1.3
Black or African American	60	4.7	4.6
Hispanic or Latino of any race	84	6.6	4.9
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	1	0.1	0.2
White	1,112	87.4	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.2	13.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	314	100.0	260	100.0
Hispanic or Latino of any race	1,119	99.9	1,081	100.0
White	1,077	100.0	1,015	100.0
English Learners/Multilingual Learners	109	100.0	109	100.0
Eligible for Free or Reduced-Price Meals	1,268	100.0	1,198	100.0
Students with Disabilities	392	100.0	316	100.0
District	2,665	100.0	2,523	100.0
State		86.5		94.2

[2] College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	83	91.2
Emotional Disability	86	91.5
Intellectual Disability	9	*
Learning Disability	1,025	94.7
Other Health Impairment	488	95.5
Other Disabilities	20	83.3
Speech/Language Impairment	46	92.0
District	1,757	94.4
State		68.6

[3] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	91	0.8	2.4
Emotional Disability	94	0.8	1.0
Intellectual Disability	10	0.1	0.6
Learning Disability	1,082	9.7	6.3
Other Health Impairment	511	4.6	3.4
Other Disabilities	24	0.2	1.1
Speech/Language Impairment	50	0.4	1.9
All Disabilities	1,862	16.7	16.7

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	N/A	N/A	4.7

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2021-22

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	N/A	N/A	$12,671
Support services - students	N/A	N/A	$1,558
Support services - instruction	N/A	N/A	$837
Support services - general administration	N/A	N/A	$463
Support services - school based administration	N/A	N/A	$1,133
Central and other support services	N/A	N/A	$716
Operation and maintenance of plant	N/A	N/A	$1,893
Student transportation services	N/A	N/A	$1,464
Food services	N/A	N/A	$5
Enterprise operations	N/A	N/A	$186
Total	N/A	N/A	$20,165

[3] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2021-22

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	N/A	N/A	29.0
Instructional Aide Salaries	N/A	N/A	10.6
Other Salaries	N/A	N/A	10.1
Employee Benefits	N/A	N/A	13.1
Purchased Services Other Than Transportation	N/A	N/A	5.9
Special Education Tuition	N/A	N/A	21.8
Supplies	N/A	N/A	0.7
Property Services	N/A	N/A	0.4
Purchased Services For Transportation	N/A	N/A	8.1
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0
Percent of Total Expenditures Used for Special Education		N/A	24.9

Expenditures by Revenue Source[4]: 2021-22

	Percent of Total (%) Excluding School Construction
Local	N/A
State	N/A
Federal	N/A
Tuition & Other	N/A

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	25	52.1	25	48.5	25	62.0
Black or African American	312	41.0	312	36.7	309	47.3
Hispanic or Latino of any race	1,094	42.4	1,094	38.4	1,101	49.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	117	45.8	117	42.3	118	54.4
White	1,056	47.1	1,056	44.9	1,060	57.2
English Learners/Multilingual Learners	198	34.5	198	34.3	199	38.5
Non-English Learners/Non-Multilingual Learners	2,417	45.2	2,417	41.7	2,425	53.7
Eligible for Free or Reduced-Price Meals	1,220	42.9	1,220	39.3	1,224	50.1
Not Eligible for Free or Reduced-Price Meals	1,395	45.7	1,395	42.8	1,400	54.7
Students with Disabilities	378	36.7	378	34.8	380	41.9
Students without Disabilities	2,237	45.7	2,237	42.2	2,244	54.4
High Needs	1,499	41.7	1,499	38.5	1,504	48.5
Non-High Needs	1,116	48.0	1,116	44.7	1,120	58.0
District	2,615	44.4	2,615	41.1	2,624	52.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
NAEP 2022	NAEP 2022	NAEP 2022	NAEP 2013
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	25

[1] NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	79.0	2,577	79.0
Curl Up	N/A	N/A	N/A	86.2	2,677	86.2
Push Up	N/A	N/A	N/A	67.5	2,674	67.5
Mile Run/PACER	N/A	N/A	N/A	37.6	2,612	37.6
All Tests - District	N/A	N/A	N/A	27.5	2,407	27.5
All Tests - State	51.5	46.0	44.1	41.1		45.5

[2] The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.
[3] Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2021-22	
	Cohort Count[2]	Rate (%)
Black or African American	290	96.9
Hispanic or Latino of any race	1,079	96.1
White	1,081	95.0
English Learners/Multilingual Learners	126	94.4
Eligible for Free or Reduced-Price Meals	2,068	95.6
Students with Disabilities	326	91.4
District	2,619	95.7
State		88.9

[1] The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2] Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness [3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	464	23.2
Male	100.0	583	18.3
Non-Binary	*	0	*
Black or African American	100.0	100	17.4
Hispanic or Latino	100.0	370	16.8
White	100.0	499	23.9
English Learners/ Multilingual Learners	100.0	17	7.8
Eligible for Free or Reduced-Price Meals	100.0	446	18.1
Students with Disabilities	100.0	50	7.1
District	100.0	1,047	20.2
State	95.2		44.3

[3]Students demonstrate postsecondary readiness through at least one of the following:
- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

[4]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.
Sources:
   SAT® and AP® statistics derived from data provided by the College Board.
   Copyright © 2023 The College Board. www.collegeboard.org
   ACT® statistics derived from data provided by ACT, Inc.
   Copyright © 2023 ACT, Inc. www.act.org
   IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	51.1	74.1
Male	*	72.3
Non-Binary	*	*
Black or African American	46.3	76.5
Hispanic or Latino of any race	43.2	71.8
White	31.1	74.6
English Learners/ Multilingual Learners	31.4	86.4
Eligible for Free or Reduced-Price Meals	38.7	72.7
Students with Disabilities	28.9	62.5
District	38.9	73.2
State	66.1	87.7

[5] College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

[6] College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	44.4	75	88.8	150	59.2	63.9
	High Needs Students	41.7	75	83.5	150	55.7	54.1
Math Performance Index	All Students	41.1	75	82.3	150	54.9	59.7
	High Needs Students	38.5	75	77.0	150	51.3	48.9
Science Performance Index	All Students	52.6	75	70.1	100	70.1	61.6
	High Needs Students	48.5	75	64.7	100	64.7	51.1
ELA Academic Growth	All Students	.	100%	.	.	.	57.2%
	High Needs Students	.	100%	.	.	.	52.5%
Math Academic Growth	All Students	.	100%	.	.	.	61.8%
	High Needs Students	.	100%	.	.	.	55.5%
Progress Toward English Proficiency	Literacy	35.0%	100%	17.5	50	35.0	55.3%
	Oral	49.1%	100%	24.6	50	49.1	56.1%
Chronic Absenteeism	All Students	21.9%	<=5%	16.2	50	32.4	20.0%
	High Needs Students	27.1%	<=5%	5.8	50	11.6	28.5%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	20.2%	75%	13.5	50	26.9	44.3%
On-track to High School Graduation		91.9%	94%	48.9	50	97.8	82.4%
4-year Graduation All Students (2022 Cohort)		95.7%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		97.6%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		38.9%	75%	51.9	100	51.9	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		85.6% | 27.5%	75%	9.2	50	18.3	93.0% | 45.5%
Arts Access		50.2%	60%	41.8	50	83.6	54.5%
Accountability Index				**945.5**	**1550**	**61.0**	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	48.0	41.7	6.2	16.6	
Math Performance Index Gap	44.7	38.5	6.2	18.0	
Science Performance Index Gap	58.0	48.5	9.5	17.8	
Graduation Rate Gap	94.0%	97.6%	0.0%	8.7%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.
[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.2
	High Needs Students	97.7
Math	All Students	98.2
	High Needs Students	97.7
Science	All Students	98.4
	High Needs Students	98.0

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A   **State: 49.6**

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links

Narratives

School District Improvement Plans and Parental Outreach Activities

The Connecticut Technical Educational and Career System (CTECS) continues to make progress towards the four goals of the strategic plan to increase partnerships with business and community leaders; implement a career ready curricula aligned with credentialing standards which offers 9-14 career pathways; respond to workforce demands through innovative programs; and invest in the development of teachers and administrators through quality professional learning activities. School improvement plans include alignment with the district's Student Learning Objectives which designate targeted improvements in school climate, a decrease in chronic absenteeism, reading, mathematics and workplace readiness and tiered intervention programming for regular education, ELL, and special education students. A goal for increasing parent participation is a requirement of the school plan and is reflected in the teacher and administrator evaluation process. The district has adopted the Comprehensive School Climate inventory developed by the National School Climate Center which incorporates a student, teacher and parent survey. A detailed report with recommended strategies is incorporated into a plan of action to increase parent involvement and to develop parent target goals for the school year.

The CTECS plan supports a growth model, and a digital platform provides an effective way to monitor progress for improvement and proficiency in teaching and learning. Schools are required to articulate a theory of action with strategies and target benchmarks for demonstrating college readiness in reading and math. The strategic plan outlines specific metrics for students to demonstrate work preparedness through CTE workplace competencies which require demonstrated proficiency in each skill by the end of each grade. Student performance through demonstration and authentic experiences, including production work and Work-Based Learning, in these skill areas are compiled into a senior capstone. A continuous school improvement cycle with completion targets ensures fidelity in the school improvement implementation process. Plans are monitored through mid-year administrator conferences, site visitations and artifact review. The district monitors EL and special education programs to ensure adherence to federal and state guidelines. After-school and summer programming for incoming ninth-graders at Title I schools provide opportunities for instructional time otherwise not available for remedial supports and enrichment activities. Restructured professional development using a regional model builds leadership capacity and allows for more individualized professional learning opportunities using technology applications and webinar trainings.

The CTECS has a comprehensive Family Engagement model involving Family Parent Engagement teams. The Family Engagement Centers offer workshops on various topics such as assisting students with homework and "getting involved in your child's school and career technology program."

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district is inherently diverse as CTECs' recruitment occurs in all counties of the state and various demographic regions: urban, suburban, and rural. Annually CTECS recruits over 12,000 students from surrounding towns and regions, creating diverse schools. CTECS aligns the curriculum to CT CORE Standards with the integration of differentiated lessons and accommodations to meet the needs of all students. The curriculum teams examine course materials to ensure that racial, gender, ethnic, and economic diversity is represented across all academic and technology curricula. Black and Latino Studies is in the Program of Studies. CTECS' instructional model provides opportunities for English Learners (EL) and identified 504 and special education populations to meet their learning needs. MY Access, Lexia, and Assistive Technology increase access for diverse learners. Professional development addresses the foundational well-being of all students by building a safe and collaborative culture throughout every school. School climate committees develop activities to include all stakeholders providing opportunities for students, families, staff, and the community to have a voice in decisions promoting safe and respectful schools. The CARE Committee leads the school district in providing a safe and supportive environment that promotes care, connection, culture, and community to support and build positive relationships throughout our schools and communities. Family Engagement efforts include increased communication through ParentSquare, newsletters, and engagement activities that acknowledge and celebrate the success of our diverse learners. Events, including weekends, are scheduled throughout the day and week to maximize family participation. CTECS teacher recruitment reaches out to minority teachers and administrators to better reflect the student populations in the district; efforts include contracting with a public relations firm for teacher recruitment and a targeted campaign of social media, video, banner ads, and traditional print media and brochures. CTECS trade and technology consultants continue to build supportive partnerships with minority organizations supporting CTECS's mission to contribute to a diversified workforce.

Equitable Allocation of Resources among District Schools

Overall operating costs and resulting staffing levels vary depending on the age of the building, square footage and capacity of the school building, number of secondary and adult trade/technology programs offered and the number of students enrolled. Budgets for trade and academic supplies are allocated directly to schools on a per pupil basis. Funding for replacement of trade and academic equipment requires the approval of the State Bond Commission and is subject to the economic constraints of the State of the Connecticut.